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ABSTRACT

The purpose of the project reported on and evaluated in the document is to develop new approaches in Adult Basic Education to motivate undereducated, alienated, and disadvantaged American Indian adults. The project is located in central Arizona, serving a population of about 8,000. High school-dropout rates, unemployment, alcoholism, and health problems are characteristic. One objective is to reach those considered unreachable by providing tutoring in a learning center, in jail, in an alcoholics' halfway house, and in participants' homes. Local residents were trained as staff, to perform tutoring and counseling functions. A six-week staff training program was supplemented by weekly in-service sessions with associate professionals. The report briefly outlines background, training procedures, the program's scope, evaluation methods, and conclusions and recommendations. Sample forms are appended. More than half the total document is comprised of an independent evaluation, which considers each of the project's specific objectives. Tables of data are provided on participants' background and on their achievements in academic areas, as such data relates to the objectives. A new project year has been funded. (Author/AJ)

ED101189

Final Report

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Title: Gila River Indian Community Adult Experimental Demonstration Project

Project year: June 3, 1972 - May 31, 1973

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Grantee: Gila River Indian Community - Sacaton, Arizona

Office of Education Grant Number OEG -9-72-0067

Adult Education Act, Section 309 (b) Project # V224029

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The Project reported herein was supported by a grant from the Department of Health Education, and Welfare, Office of Education. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

OEO02958

ABSTRACT

The project purpose is to develop new approaches in Adult Basic Education to motivate undereducated, alienated, and disadvantaged American Indian adults. It is located at the Gila River and Ak-Chin Indian communities in central Arizona. The communities have a combined total population of about 8,000.

High school dropout rates, unemployment, alcoholism and health problems are some characteristics of these communities.

Gila River is the only Indian reservation "Model Cities" in the nation. An ABE Experimental Demonstration Project was funded by Department of Health, Education, and Welfare, Office of Education for 1972-73.

A project objective was to reach those formerly considered unreachable by making tutoring available in a learning center, in jail an alcoholism halfway house, and in participants' homes. Local residents were trained as staff, to perform tutoring and counseling functions. Diagnostic and prescriptive methods were applied through individualized instruction.

An initial six week training program of the staff was conducted and supplemented by weekly in service two hours sessions with the associate professionals.

Student participants were recruited from all seven districts of Gila River, and Ak-Chin. Many various agencies referred students and gave technical assistance.

An independent evaluation was conducted noting program strengths and weaknesses. A new project year has been funded in order to fully see results of program development.

Introduction

The project staff has an underlying philosophy that the educational process is a joint venture between learner and teacher. The teacher serves as a learning facilitator. The adult student is a peer, bringing his own experiences and needs to the learning situation. Therefore, at all times he is actively involved in assessing his abilities, progress, and needs; and in setting his own educational objectives. Learning takes place in an atmosphere of acceptance and mutual respect. At times, this has resulted in participants' interests and needs taking precedence over project evaluation goals. Hopefully, open communication of evaluation objectives will gain the cooperation of participants. Yet, to serve participants' needs must always be the project's primary concern.

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PURPOSE

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There is a need to develop new approaches to motivating under-educated, alienated, and disadvantaged adults within the American Indian Community.

Locale

This project has included two reservation communities comprising the Gila River and the Ak-Chin Indian Communities. Residents are primarily members of the Pima-Maricopa and Papago tribes. Populations are approximately 7,500 for Gila River and 300 for Ak-Chin. The communities are located about 35 miles south of Phoenix, Ariz. Gila River covers an area of 372,000 acres about 65 miles long and 24 miles at its greatest width. The Ak-Chin Reservation is a smaller neighboring community of 21, 840 acres. There are major differences in program and staffing methods. Similiarities exist in employment patterns, educational disabilities, and ethnic background. See exhibits A and the following table.

Demographic Data*

	Gila River	Ak-Chin
Unemployment rate	36% - down from 55% 3 yrs. ago	
On Welfare	1436 cases - (families)	
Major sources of Personal Income	Formerly agricultural related, now trend toward indsty.	Agricultural related. Sarting to develop industry.
High School Dropout rate -	1971 - 72 65% 1972 - 73 45% (approximate)	
Number of College grad. B. .A. or higher	18	0
Number currently in higher education	95	5

* Bureau of Indian Affairs, Pima Agency

Other particular problems of these communities are incidences of alcoholism, suicide, and disease higher than national norms. For example, Gila River has the highest incidence of diabetes (and its related disabilities) in the world. One half of the adults by age 45 will have this disease.*

Needs Assessment

Generally, the population shows a higher level of school attendance than actual achievement. Enforced tribal laws require school attendance up to eighteen years of age. This may be revised down to sixteen years at Gila River. Gila River has four different elementary school systems. These are 1) public, 2) parochial, 3) Bureau of Indian Affairs Day Schools, and 4) a community school. There has been scant evidence of coordination among these systems in the past. Secondary students attend high schools in neighboring off-reservation towns, B.I.A. boarding schools, and a parochial high school located at the west end of the reservation.

Whatever the many possible causes may be, adult basic education students generally pretest far below stated last grade in school completed. Approximately 60% pretested below 7th grade in reading, 95% tested below 7th grade in mathematics, and 70% were deficient in English. (See Appendix)

Project History

Gila River is the only Indian reservation "Model Cities" in the nation. In October of 1971 an "Introspection Team" of education specialists came to Gila River from the Dept. of H.E.W., Washington, D.C.. A series of meetings were held to assess needs and investigate available funding sources. At that time there was an evening part time adult education program jointly funded by Gila River Community Action Program and the Arizona State Department of Education. These classes were held two nights per week in seven different communities on both reservations. Some students expressed a desire to study more hours a week in order to speed progress. It was felt that many others were in need but not available to the evening classes. For example, there was no educational rehabilitation program in the jail nor the alcoholism halfway house, nor any daytime A.B.E. in participants' homes or community service centers.

Gila River has a fine vocational training facility, the Gila River Career Center. In 1971, 40% to 60% of the applicants lacked the basic academic skills needed for entry into vocational training classes, according to the executive dean.

Objective

A proposal was written requesting Adult Education Act, section 309 (b) funds. Two basic assumptions were made. One, Indian residents would respond to instruction in a variety of locations including homes. Two, local non-degreed residents could be adequately trained to tutor in the various locations.

The proposal abstract stated, "The primary objective of this Adult Basic Education Project is to reach those formerly considered unreachable. The home bound, those who have minimal academic skills, those

* U.S. Public Health Service, Sacaton, Arizona.

in jail, those who have been denied vocational training, and those unreached by the traditional educational program." (See appendix for specific performance objectives) Approval and funding was granted. The project was to start June 1, 1972 but due to the delay in requesting and receiving funds, staffing and training did not start until July and August at Gila River. Ak-Chin started a summer program in June with pre existing ABE staff willing and able to accept the delay in salaries. The delay caused some revision in the training schedule at Gila River due to the unavailability of some of the desired consultants upon short notice.

METHODOLOGY

Time Table

Phase I	Staffing and Planning	2 weeks
	Training of Associate Professionals	6 weeks
Phase II	Recruiting and Tutoring Participants	10 months revised to 9 months Sept-May
Phase III	Final Evaluation, post-testing and reporting	1 month

Publicity and on going process evaluation was concurrent with all phases.

A project director was selected by a resident committee and hired July 12, 1972. The director hired an associate director, secretary and associate professionals who commenced work and training the first week of August.

The Project Director and Associate Director have Arizona teaching certificates and graduate degrees in education specializing in the areas of speech, reading instruction and counseling. One goal was for the project to be administered, monitored, and staffed by local tribal personnel whenever possible. As there were no local applicants for the administrative positions, non-Indian directors were hired who had experience working with the Indian community. Local residents were found for the non degreed positions.

Basic requirements for the Associate Professionals were:

1.) Member of the community.

2.) 19 years old minimum age.

3.) Possess transportation.

4.) Have 8th grade level skills as measured by standardized tests.

Preference was given for any college credits and a high school or G.E.D. equivalency certificate.

Training Procedures

Training areas were to be:

1.) Teaching of Reading and related communication skills.

2.) Techniques of teaching arithmetic.

3.) Classroom interaction analysis (Ned Flanders' system).

4.) English as a second language teaching methods.

5.) Writing and using performance objectives.

6.) Audio-visual techniques.

Some adjustments were made in the original training plan. Consultants were not used full time during the six weeks but were supplemented by training from the director and associate director. First preference in reading consultancy was not available, neither were the desired consultants for performance objectives and audio-visual techniques. Substitutes and local resources were used to provide the training. The use of performance objectives was the only training area not presented in a formalized manner.

Since it appeared that the associate professionals would also be performing a counseling function, sessions on human behavior and relations were added. It was understood that a period of six weeks allows for only basic instruction in each area. The initial training was supplemented throughout the year at weekly staff meetings. It was during these sessions that seminars were conducted on health problems (by Public Health Service) and tribal constitution and law (Legal Aid Service). The Ak-Chin staff did not participate in this training. The Ak-Chin field coordinator was responsible for their training.

Scope of Program

The Gila River ABE Experimental Demonstration Project furnished and equipped a learning center in room 102 Gila River Career Center. Office space was also included in the learning center. A contract with the Career Center made vocational courses available to ABE students whenever they became interested and capable of taking career training. Vocational classes were also available to undecided ABE students for auditing.

Approximately 6% of the project participants were tutored in places other than the learning center. Five associate professionals were assigned to the seven reservation districts. They tutored in the home, jail, alcoholism Halfway House and, community service centers. Ak-Chin had part time staff who tutored evenings at the Ak-Chin community building. Full time associate professionals each worked one day a week in the learning center on a rotating schedule.

Recruitment of students was accomplished by several means; agency referrals, house to house canvas, and by means of an "Open House" reception attended by over 100 adults. Some staff presentations at various community meetings in coordination with Model Cities Citizen Participation department further publicized the project.

Participant requirements were; less than 8th grade performance in any of the three basic academic areas of reading, mathematics, English, and must not be a high school graduate. Must be an adult 16 years of age or older and not otherwise required to be in school.

Instructional Procedures

Each Gila River associate professional was provided a teaching kit. Materials included:

Testing instruments, student record forms and folders.

Math

1 set Cuisenaire rods for math instruction, math flash cards, fraction wheel set, rulers protractors, textbooks-Cambridge Introduction to Arithmetic, miscellaneous arithmetic ditto sheets.

English

Cambridge Introduction to English, Hayes ditto sheets.

Reading

On Safari remedial reading series (by G.S. Stump), EDL Controlled Reading study guides, Cambridge Introduction to Reading, 1 cassette tape recorder for language experience reading.

Materials for Students

Pencils, legal tablets, portfolios, miscellaneous teacher supplies such as stapler, pen, notebook, etc.

Procedure was to enroll student (get personal and educational data), pre test, then prescribe appropriate instructional materials. Counseling was provided as an integral part of the program.

Pre test instruments were the Science Research Associates Reading and Arithmetic Indexes, Cambridge English "How much do you Know" and a semantic differential self-concept questionnaire developed by the Bureau on Indian Affairs. This diagnostic-prescriptive approach was utilized throughout the project, regardless of the instructional location. The learning center had the materials already listed in addition to controlled reading machines, a Language Master (Bell-Howell), and a type-writer for student use. Also in the learning center was an informal student lounge area furnished with over 200 paperback books, magazines, and newspapers. Students were free to choose any reading materials and schedule informal reading at any time during the day. A large coffee pot was kept

filled encouraging an atmosphere of relaxed informality. Most instruction was individualized and independent study but at times small groups would work together on topics of common interest. Games were utilized in the learning center to motivate and instruct. (See bibliography for complete list.)

Individual student folders were kept containing test instruments, educational prescription, and counseling data. Daily attendance of student hours was kept in the learning center. Daily and weekly reports were kept by the associate professionals and submitted to the project director at weekly staff meetings. (See exhibit C)

Monitoring and Evaluation

Monthly reports were made by the project director to the Gila River Tribal Planning Department (Model Cities). Quarterly reports were sent to the regional Department of H.E.W. project monitor in San Francisco as well as to local and state education agencies. Gila River resident monitors visited the project and reported their evaluation. An independent evaluator was contracted. He devised an evaluation design, made on-site visits, on going evaluation reports, and a final evaluation report. The project monitor from the regional office of Department of Health, Education, and Welfare, Office of Education Region IX made one on-site visit in October 1972. (For evaluation see appendix)

Post testing was conducted using SRA multilevel achievement tests and the self concept questionnaire, upon student termination, whenever possible. A minimum of ten instructional hours in any one subject was the criteria for post testing. Also during May, 1973 an effort was made to post test all continuing students. The project had several problems in pre and post testing which will be discussed in the following section.

Conclusions and Recommendations

Problems

I. Instrumentation

The SRA Indexes were inadequate for post testing due to a 9th grade level ceiling, necessitating using SRA multilevel for post testing. The multilevel is too lengthy for the project's purposes and has child oriented content. Recommendation: change to Wide Range Achievement Test for reading and mathematics, and California Test Bureau "Test of Adult Basic Education" language section, for English.

II. Pre and post testing

a) Not all participants were tested in all three subject areas. If the participant expressed a wish to be tutored in only one area the request was granted.

b) The self-concept questionnaire was not used with all students from the project beginning as it was not known until later that gain in self-concept would also be evaluated.

c) Not all students were post tested due to participants leaving the area without prior notification.

Recommendations:

a) Encourage all participants to take all of the pre tests in order to be certain of which areas of instruction are needed.

b) Encourage staff to routinely administer the self-concept semantic differential to all participants.

c) Inform students upon enrollment of the need to pre and post test therefore enlisting their cooperation in termination notification.

III. Instruction

Not all participants with educational deficiencies were tutored in all areas of tested deficiency due to personal preference for one subject over others.

Recommendations:

a) Counsel and encourage the participant to pursue study in all areas of need. If reading (especially) is the needed subject, show the relationship to other subject areas.

b) Individualize time schedule for each student to allow tutoring according to his needs. (See evaluation report, Appendix p. 38)

IV. Reporting and Organization

a) Ak-Chin Field Coordinators (two) worked part time in ABE and had other jobs as well, therefore reporting was erratic and incomplete. No regular meetings were scheduled for communication between Ak-Chin and Gila River ABE staff. Assumptions were made by Ak-Chin staff that evaluation would focus on Gila River. As a result, data from Ak-Chin has been incomplete. (See Appendix p. 37)

Recommendation:

The Ak-Chin portion of the project should be integrated with Gila River ABE Experimental Demonstration Project participating in all training and staff meetings.

At the writing of this report Ak-Chin has new staff following this recommendation.

b) Problem with reporting at Gila River.

Through some error, the evaluator did not receive correct monthly attendance figures for the Career Center Learning Center. (See Appendix p. 29, 30)

Corrected figures for table CC

Participant Attendance Figures
Career Center

Month	# of Participants
September	9
October	20
November	20
December	17
January	22
February	24
March	31
April	30
TOTAL	168
AVERAGE	21

As of May 1, 1973, the number of participants instructed in the Career Center ABE Learning Center ranged from 9 to 31 during the 8 month period under consideration. During this time period a total of 59 different participants received the benefits of instruction in the Career Center.

By the end of May, 66 different participants had received instruction in the Career Center. During May, 1973, 37 different participants were taught with an average of 26 attending per week. Therefore, objective 2.3 was successfully attained.

V. Reading Instruction

Not all students who pretested low in reading received adequate hours of reading instruction. Some associate professionals expressed a lack of confidence in reading teaching ability.

Recommendation:

Next project year increase consultant training time and emphasis on reading instruction. This should increase tutor confidence.

Project Strengths

Some unique features that contributed to project strengths are:

1.) Tutors belong to students' ethnic group.

2.) Education taken to the students.

3.) Flexible scheduling for students.

4.) Open entry, open exit.

5.) Informal open learning center.

6.) Vocational audit and training available.

7.) Use of other community agencies as resources..

Community Action Program counselors and Career Center counselors supplemented the regular counseling staff. Public Health Service conducted seminars and provided health services to ABE students. The Arizona State Department of Vocational Rehabilitation counselor referred students to ABE and continued counseling services to these students. Agencies including Headstart and Day Care programs gave staff released time to improve basic skills. Bureau of Indian Affairs Social Services, Operation Mainstream and National Youth Corp. provided stipends for some qualifying students. Other assistance was given in the training area, as mentioned previously.

Seven Cila River ABE Experimental Demonstration Project participants are known to have obtained General Education Development Equivalence certificates. Others pursued studies to the point of partial G.E.D. testing success. One former student has applied for a higher education grant to attend college. Two have graduated from the Cila River Career Center vocational training. Three others are continuing as full time vocational students.

In conclusion, the independent evaluator has stated appropriately that the most important learning taking place this first project year was not by the participants but from the participants. Much has been learned from project errors. Perhaps a longer pre-program planning period and a pre existent evaluation design could have prevented some of these errors.

The project has been granted another and complete year in order to make improvements and realize the full potential of the project.

Exhibit B gives a sample budget which may be helpful for replication purposes.

Inquiries for information may be directed to Ralph Norton, Project Director, or Joycelyn Leonard, Associate Project Director, Gila River A.B.E. Experimental Demonstration Project, Box 337 Sacaton Arizona, 85247.

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GENERAL LAND USE PLAN

Gila River Indian Community

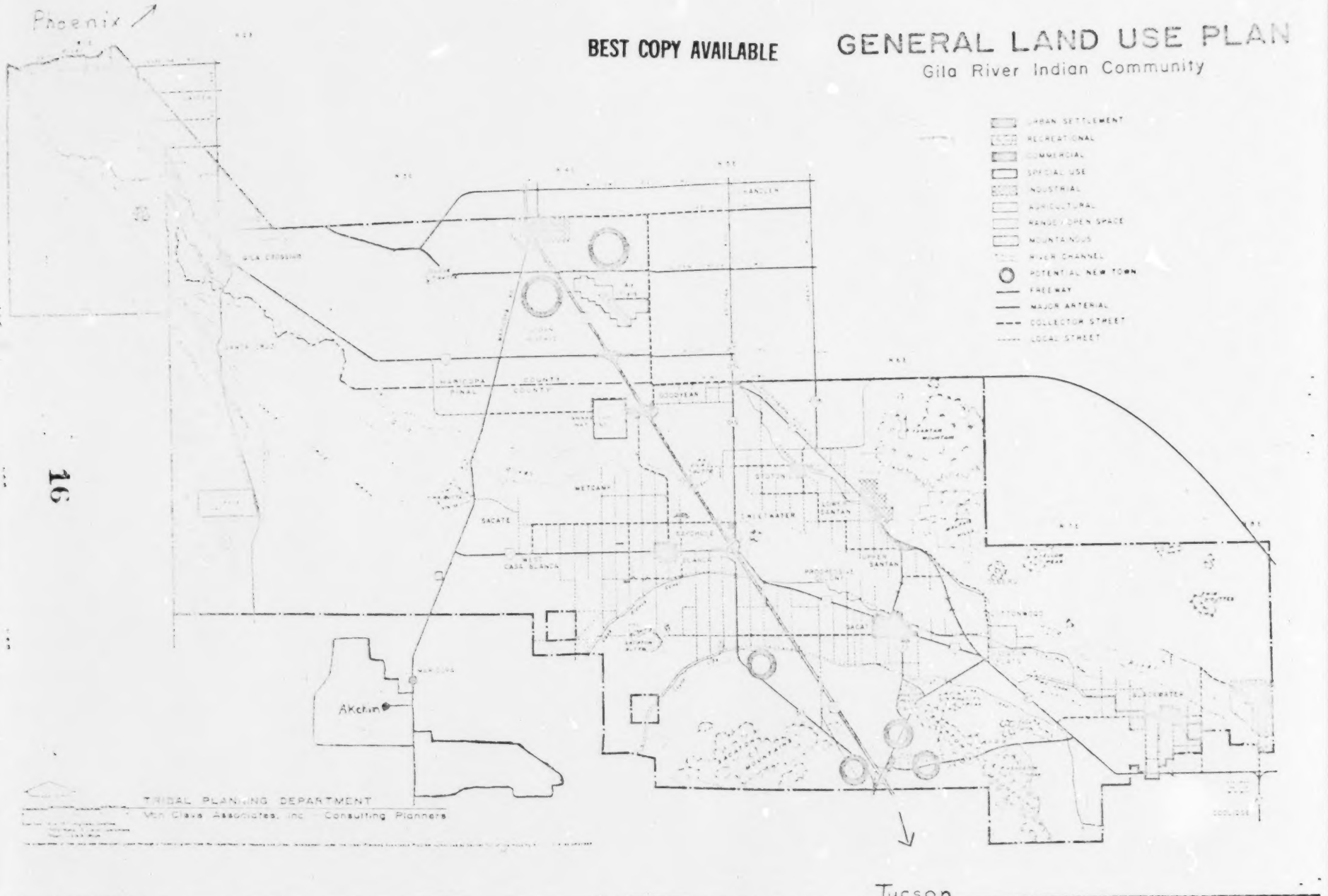

Exhibit B — Suggested Sample Budget*
Direct Costs

	Annual Salary or cost
Personnel	
Professionals: full time	
Director - Teacher	$ 11,500.00
Associate Director - Counselor	10,500.00
Field Coordinator - Half time	5,250.00
Para-Professional full time	
Associate Professionals (5) $6,500.00 (ea)	32,500.00
Secretary	6,000.00
Para-Professional Part time (2)	6,500.00
Employee Benefits - 14% Salaries	10,115.00
Consultants	
$100.00 per day x 30 days	3,000.00
Independent Evaluation	1,500.00
Contract - Vocational Instructor	10,000.00
Travel	
Staff and Consultant 10¢ per mile	5,500.00
Equipment	
Office-Furnishings and Renovation, Educational Equipment (First year expense, only)	8,000.00
Supplies	
Office and Educational Materials	3,000.00
Indirect Costs	
Administrative Expense	7,635.00
TOTAL	$121,000.00

* This is not the exact project budget, but an approximation.

Exhibit C

Project Instruments

Enrollment form . . . . . (a)

Self - Concept questionnaire . . . . . (b)

Weekly Field report . . . . . (c)

Daily Field report . . . . . (d)

Learning Center Attendance form . . . . . (e)

Training Evaluation form . . . . . (f)

In Classroom Performance evaluation . . . . . (g)

Participant Survey instrument . . . . . (h)

(a)

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GILA RIVER INDIAN COMMUNITY ENROLLMENT IN: ADULT BASIC EDUCATION PROGRAM

"Project Forward"

DATE:.....

NAME:..... (SOCIAL SEC. #).....
LAST MIDDLE FIRST

ADDRESS: STREET OR BOX NUMBER.....

District..... City..... State..... Zip..... Phone.....
(own phone, or message scource)

Age..... Date of Birth..... Married: Yes..... No.....

Number of children..... Dependents other than children?.....

EDUCATION BACKGROUND: PLEASE CIRCLE LAST GRADE OF SCHOOL COMPLETED.

1 2 3 4 5 6 7 8 9 10 11 12 13 GED

What year were you last in school?.....

PLEASE CHECK ONE OF THE BELOW:

I can come to the Career Center by bus_____, by my own car_____.

I wish Homebound tutoring at home_____, jail_____, Half-way House_____.

Community Building_____, Other_____.

My Educational goals are: (INDICATE BY "X" OR CHECK-MARK)

READING.....MATH.....ENGLISH.....SPEECH.....SPELLING.....

SCIENCE..... LITERATURE..... CONSUMER EDUCATION.....

HEALTH-EDUCATION.....TRIBAL HISTORY..... TRIBAL CUSTOMS..... TRIBAL LAWS.....

Help towards completion of GED_____

Do you have any physical problems?.....

.....

Any special interests?.....

.....

Are you interested in vocational training? Yes.....No.....

Which vocation?.....

Are you employed now?..... Place of Employment.....

Days..... Hours.....

PLEASE DO NOT FILL IN BELOW:

Days proposed for tutoring:.....Hours.....

Days paricipant wishes to be at Career Center?..... Hours.....

This participant will be tutored at: CHECK ONE

HOME..... HALF-WAY HOUSE..... JAIL.....CAREER CENTER.....SERVICE CENTER.....

REFERRED BY:.....

COMMENTS:.....

.....

.....

.....

.....

.....

.....

Signature of Interviewer: .....

DATE: .....

Gila River Indian Community, ARK

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NAME:_____ DATE:_____

AGE:_____

SELF CONCEPT QUESTIONNAIRE

LEAD QUESTION: As a person I think I am.

1.	fun	1	2	3	4	5	6	7	boring
2.	happy	1	2	3	4	5	6	7	sad
3.	hard-working	1	2	3	4	5	6	7	lazy
4.	important	1	2	3	4	5	6	7	worthless
5.	good looking	1	2	3	4	5	6	7	ugly
6.	interesting	1	2	3	4	5	6	7	dull
7.	liked	1	2	3	4	5	6	7	hated
8.	smart	1	2	3	4	5	6	7	dumb
9.	honest	1	2	3	4	5	6	7	dishonest
10.	neat	1	2	3	4	5	6	7	sloppy
11.	clean	1	2	3	4	5	6	7	dirty
12.	rich	1	2	3	4	5	6	7	poor
13.	secure	1	2	3	4	5	6	7	afraid
14.	successful	1	2	3	4	5	6	7	failing
15.	strong	1	2	3	4	5	6	7	weak

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WEEKLY FIELD REPORT

ASSOCIATE PROFESSIONAL _____ FROM _____ TO _____

Number of calls made: _____

Number of student hours this week: _____

Number of teaching hours this week: _____

Number of students tutored. _____ Number of students counselled: _____

Number of new Enrollees: _____

Number of students dropped: _____ (REASONS BELOW) Transferred? _____

Number of students tutored in:

Reading _____ English _____ Math _____ Child Development _____

Consumer Ed. _____ Health Ed. _____ Other _____ (Details on Daily Report)

Number of hours students were tutored in:

Reading _____ English _____ Math _____ Child Dev. _____ Other _____

COMMENTS:

DATE: _____

(d)

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DAILY REPORT

ASSOCIATE PROFESSIONAL_____ DATE_____ DIST.#_____

Students' Name	Tutorial hours for: Mon.	Tues.	Wed.	Thurs.	Fri.	Describe Child other below-location	Total hrs. per student	Code
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
.2								
13.								
14.								
15.								

Comments by Name or Number re. students above.

TODAYS MILES: Start_____ End_____ TOTAL MILES_____

CODE: N.H. (not home)
S= Student being tutored Ed.
EH: New Enrollee

TOTAL # STUDENTS TUTORED_____

TOTAL # OF CALLS_____

ATTENDANCE - Learning Center

WEEK OF _____

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NAME	DAY	MON.		TUE.		WED.		THUR.		FRI.		Study Hours					
	DATE	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	CODE	RDNG.	MATH.	ENG.	OTHER	TOTA

(c)

IN CLASSROOM

PERFORMANCE-EVALUATION OF ASSOC. PROFESSIONAL

DATE _____

NAME of A.P. _____

DATE EMPLOYED _____

ATTENDANCE	YES	MOSTLY	SOMEWHAT	NEVER
Dependable	1	2	3	4
Punctual	1	2	3	4
APPEARANCE				
Neat and Clean	1	2	3	4
INSTRUCTIONAL ABILITIES				
Knows and uses materials	1	2	3	4
Gives attention to all students	1	2	3	4
Offers help to all students	1	2	3	4
Uses interaction techniques	1	2	3	4
Uses training tech. in reading & math.	1	2	3	4
Cooperates with Professional Staff	1	2	3	4
Helps keep classroom clean & neat	1	2	3	4
IN FIELD RECORD KEEPING				
Keeps complete student records	1	2	3	4
Keeps accurate student records	1	2	3	4

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GILA RIVER ADE EXPERIMENTAL DEMON. ACTION PROJECT

PROJECT FORWARD

STUDENT SURVEY

Please do not give your name on this.

Name of your teacher _____

Your district number is _____

Last year attended regular school _____

Circle last grade finished 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

Where did you receive tutoring? Please check one, (✓).

Career Center, Room, 102 ( ) At Home ( ) Jail ( ) Halfway House ( )

Other? _____

Please check one box for each line below:

Was Your teacher:	YES	MOSTLY	SOMETIMES	NO
1. Dependable?	☐	☐	☐	☐
2. On Time?	☐	☐	☐	☐
3. Patient?	☐	☐	☐	☐
4. Easy to Understand?	☐	☐	☐	☐
5. Neat & Clean?	☐	☐	☐	☐
6. Interested in You?	☐	☐	☐	☐
Did your teacher:				
1. Give you a chance to ask questions?	☐	☐	☐	☐
2. Give you the right-materials to study?	☐	☐	☐	☐
3. Speak Clearly?	☐	☐	☐	☐
4. Know about other-agencies that could-help you?	☐	☐	☐	☐
5. Seem to know what-you needed to study?	☐	☐	☐	☐

Was your teacher:

1. Understanding?

2. A good listener?

Did the program help you in the use of numbers?

Yes ____ Somewhat ____ No ____

Did the Program help you in using English?

Yes ____ Somewhat ____ No ____

Did the Program help you in Reading?

Yes ____ Somewhat ____ No ____

Would you have been in an Education Program this year if Project Forward were not here?

Yes ____ No ____ Maybe ____

What part of the Program did you find most helpful? _____

_____

_____

_____.

How could we improve this Program? _____

_____

_____

_____.

Thank you so much for your help. Please mail this back to us as soon as possible.

Staff

Gila River Adult Basic Education

"Project Forward"

Exhibit D Participant Survey Comments

What part of the program did you find most helpful?

"In all subjects because we were allowed to work at our own pace."
"No comment."
"I think all of the books helped but I think the one that really helped me is the math book, I really learned a lot."
"All of it."
"English with Mr. Norton science & math with Mrs. Leonard."
"All of the program."
"How to use English."
"In helping each other and working together in trying to reach our goals."
"I haven't got to know all what was included but I've used the book there, and it was easy for me to understand."

How could we improve this program?

"Keep the noise down, (not the radio, just soft)."
"Students doing more work and less talking, visiting and show a little more interest in the program."
"By getting an instructor who is very understanding towards the students instead of somebody that doesn't know any of the subjects they teach."
"I don't have a thing to say about it-to improve this program."
"Have at least two strict teachers."
"By letting each student to improve on subjects that they need to improve."
"I don't know."
"I certainly don't know."
"Teachers should find a way to get them (students) interested. Be more aggressive with students, show some interest in the students, all of the students."
"When teaching use words that we understand."
"Put in a time clock to punch in our time, and keep track of the students."
"Have each individual pick his or her own assignments and have them assign to do so much in a days work."
"So far it's got everything that I see that educates students, it's just all right, I enjoyed being there."

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OEG-9-7-72-0067 Project # V 224029

ABE DEMONSTRATION PROJECT

at

GILA RIVER INDIAN COMMUNITY

and

AK-CHIN INDIAN COMMUNITY

Evaluator's Final Report

By

Dr. Stanley R. Wurster

July, 1973

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Evaluator's Report

It had been indicated that a large number of residents of the Gila River and Ak-Chin Indian Communities were educationally disadvantaged showing an academic performance level below 8th grade in one or more academic area. This ABE demonstration project sought to deal with these deficiencies in an effort to make residents more employable, to remove residents from the welfare rolls, to provide a basis for obtaining marketable job skills, and hopefully an improved self concept.

In pursuing this endeavor the project sought to reach those adults on the Gila River and Ak-Chin Indian reservations who were formerly considered unreachable and consequently most likely to have minimal academic skills. In this effort the project sought to involve local tribal personnel as teachers of fellow community members. Participants were recruited and instructed in their homes (homebound), jail, halfway house, service centers, and the Gila River Career Center.

The project, in pursuing the above goals, sought to achieve the following objectives:

Gila River

1.1 By May 1, 1973, 150 different participants will have received the benefit of instruction in the career center, homebound, jail, halfway house, or service center programs as measured by monthly attendance reports.

1.2 By May 1, 1973, sixty (60) percent of the participants testing below 8th grade proficiency level in either mathematics, reading, or language skills (English) upon entrance will have achieved 8th grade proficiency in those areas as measured by post test scores on the SRA Multi-level Tests.

1.3 By May 1, 1973, eighty (80) percent of the participants will show a gain in self concept as measured by pre and post test scores on a project selected instrument.

1.4 By May 1, 1973, 100 different participants in the project will have received the benefits of the counseling services provided by the associate professionals, project director, and associate director in the counseling program of the project as measured by daily and weekly reports and individual student information folders.

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1.4B By May 1, 1973, eighty (80) percent of project participants will have identified vocational/career goals as measured by data recorded in individual student information folders.

1.8 By May 1, 1973, a majority of the project participants will have found the project and associate professionals and their methods meaningful and advantageous to them as measured by participant responses to project developed questionnaire.

2.1 By May 1, 1973, all the associate professionals hired and trained will be local tribal personnel as measured by associate professionals' applications, vitae, and personnel records.

2.2 By May 1, 1973, associate professionals will have taught an average of 8 participants monthly in homebound, jail, halfway house, or service center programs as measured by monthly attendance reports.

2.3 By May 1, 1973, the associate professionals, director, and associate director will have taught an average of 20 participants per month in the career center program as measured by career center attendance reports.

2.4 By January 15, 1973, the associate professionals will respond positively toward the training program as measured by a project-developed questionnaire.

2.6 By May 1, 1973, the abilities of the associate professionals in tutoring, enrollment, and testing will have been found satisfactory as determined by the joint evaluation by the project director and associate project director.

2.7 At project conclusion, the Gila River project director and Ak-Chin field coordinator will objectively report the effects of cultural studies program at Ak-Chin and special programs conducted at Gila River.

Ak-Chin

1.1B By May 1, 1973, sixty (60) percent of the participants testing below 8th grade proficiency level in either mathematics, reading, or language skills (English) skills upon entrance will have achieved 8th grade proficiency in those areas as measured by post test scores.

2.1B By May 1, 1973, all the associate professionals hired and trained will be local tribal personnel as measured by associate professionals applications, vitae, and personnel records.

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2.2B By May 1, 1973, associate professionals will have taught or assisted in the instruction of an average of five (5) participants monthly in the ABE program as measured by monthly attendance reports.

2.6B By May 1, 1973, the abilities of the associate professionals in tutoring, enrollment, and testing will have been found satisfactory as determined by the evaluation of the Field Coordinator conducted by means of a project developed evaluation instrument.

All data used in evaluating the above objectives was collected by project staff, using paper and pencil tests, project reports, questionnaires, and check lists. These items were selected or developed for project use.

Frequency data, demographic data, and percentages were determined and analyzed relative to established criteria.

On the pages which follow, each of the above objectives is considered individually. In general, evaluation of pre and post test scores, attendance and administrative reports, individual participant folders, supervisory evaluation scores, and participant questionnaires have been utilized to gather data relative to each of the previously stated objectives.

Data gathered has been broken down to include a description of participants fulfilling and those not fulfilling established criteria. This has been done in an effort to provide project administration with information which will enable some to gain insight and possibly determine concomitant patterns. The break down of participants is presented relative to: source of recruitment, last grade completed in school, and length of time (years) since last participating in formal education.

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Objective 1.1: By May 1, 1973, 150 different participants will have received the benefit of instruction in the career center, homebound, jail, halfway house, or service center programs as measured by monthly attendance reports.

A total of 177 participants were enrolled in the ASH program at the Gila River Indian Community. A total of 48 participants terminated between September and May 1, 1973. The net number of participants in the program as of May 1, 1973 was 129.

Conclusion: The Project Forward has been successful in reaching the anticipated number of participants.

Recommendation: Participant enrollment should be somewhat more selective and programs more individualized to achieve desirable educational objectives. Program should concentrate more on success or quality of participants at the conclusion of instruction rather than quantity of participants.

Participant Characteristics

I. Source of Referral

An analysis of the origin of project participants indicates they come from various sources. (See Table I).

Table I

Source of Referral

Origin	Participants	%	# Completing	%
(A) Gila River Community Action Program (CAP)	1	.6	1	100.0
(B) Gila River Career Center	11	6.2	8	72.7
(C) BIA Social Service	14	7.9	10	71.4
(D) Gila River Day Care	4	2.3	3	75.0
(E) Dept. of Vocational Rehab.	8	4.5	6	75.0
(F) Gila River Headstarts	0	0.0	0	0.0
(G) Gila River Operation Mainstream	9	5.1	6	66.7
(H) Halfway House (alcoholism)	22	12.4	8	36.4
(I) Homebound	78	44.1	62	79.5
(J) Jail	12	6.8	10	83.3
(K) Self-Referral	1	.6	1	100.0
(L) Other	17	9.6	1	82.4
Totals	177	100.1%	129	

The sources of referral are varied and numerous. This is encouraging and should be continued.

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II. District-Residence

Seven districts are included in the Gila River Indian Community and all districts are represented in the project. (See Table II)

Table II

District Residence

District No.	# Participants	%	# Completing	%
1	15	8.5	13	86.7
2	6	3.4	6	100.0
3	40	22.6	28	70.0
4	37	20.9	28	75.7
5	37	20.9	26	70.3
6	33	18.6	22	66.7
7	9	5.1	6	66.7
Totals	177	100.0%	129	

The size of a district may restrict the potential number of participants available for recruitment, but no district should be neglected due to remoteness or other inconveniences.

III. Marital Status-Age

Participants ranged in age from 16 to 65 and averaged 28 years of age.

Participants in the project were married, single, separated, widowed, and divorced. A large number of the participants (107) had children (60.5%). Also, 26 of the participants (14.7%) had dependents other than children. A breakdown of marital status is presented in Table III:

Table III

Marital Status

Status	# Participants	%	# Completing	%
Married	91	51.4	67	73.6
Single	65	36.7	48	73.8
Separated	7	4.0	6	85.7
Widowed	5	2.8	3	60.0
Divorced	8	4.5	4	50.0
No Indication	1	.6	1	100.0
Totals	177	100.0%	129	

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IV. Educational Background

Educational background of participants was indicated by the last grade the participant completed in school. Grades completed ranged from 2 to 14 with one participant involved in some form of post secondary education.

The grade levels completed by participants is presented in Table IV in terms of primary (1-3), intermediate (4-6), junior high school (7-9), and senior high school (10-12+) grades.

Table IV

Grade Last Completed

Level	# participants	%	# Completing	%
Primary (1-3)	2	1.1	1	50.0
Intermediate (4-6)	15	8.5	12	80.0
Junior High (7-9)	83	46.9	60	72.3
Senior High (10-12)*	77	43.5	56	72.7
Totals	177	100.0	129	

*One participant completed some post secondary education.

V. Years Since Formal Education

Participants ranged in age from 16 to 65 and the length of time (years) since last participating in formal education varied considerably also ranging from 1 to 55 years.

Years since last participating in formal education is broken down into five (5) year intervals in Table V for project participants.

Table V

Years Since Formal Education

Years	# participants	%	# Completing	%
1 to 5	51	29.0	39	76.5
6 to 10	31	17.6	22	71.0
11 to 15	36	20.5	22	61.1
16 to 20	17	9.7	12	70.6
21 to 25	21	11.9	18	85.7
26 to 30	10	5.7	8	80.0
Over 30	10	5.7	7	70.0
Totals	176*	100.1	128	

* One participant's years since formal education was not indicated.

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Objective 1.2: By May 1, 1973, Sixty (60) percent of the participants testing below 8th grade proficiency level in either reading, English, or mathematics skills upon entrance will have achieved 8th grade proficiency in those areas as measured by post test scores on the CAT multi-level test.

Reading A total of 160 participants were pretested in reading representing 80.2% of the participants enrolled in the project as of May 1, 1973. The number testing below 8th grade proficiency level was 90. This represents 56.2% of the participants pretested and 50.6% of the participants enrolled. (See table RE%). Only 41 participants were post-tested. This figure represents 25.6% of the participants pretested and 45.6% of the participants testing below 8th grade proficiency on the pretest.

A total of 23 participants scored at the 8th grade level or above on the post test. This represents 25.6% of the participants testing below 8th grade proficiency on the pretest and 56.1% of those participants post-tested.

English There were 59 items on the Cambridge Diagnostic English Test which was administered as a pretest. A participant who had less than 46 of the possible 59 points on the test was considered below 8th grade proficiency in English.

A total of 75 participants were pretested in English representing 42.4% of the project's participants (5/1/73). The number testing below 8th grade proficiency level was 53. This represents 70.7% of the participants pretested and 29.9% of the participants enrolled. (See Table RE%). Only 20 participants were post-tested. This figure represents 26.7% of the participants pretested and 37.7% of those participants testing below 8th grade proficiency on the pretest.

A total of 6 participants scored at the 8th grade level or above on the post-test. This represents 11.3% of the participants testing below 8th grade proficiency on the pretest, and 30.0% of those participants post-tested.

Mathematics A total of 160 participants were pretested in mathematics representing 90.4% of the participants participating in the project as of May 1, 1973. The number testing below 8th grade proficiency was 160 representing 100% of the participants pretested and 90.4% of the total number of participants enrolled. (See Table RE%). Only 79 participants were post-tested. This figure represents 49.4% of those participants pretested and also those testing below 8th grade proficiency on the pretest.

A total of 21 participants scored at the 8th grade level or above on the post-test. This represents 13.1% of the participants testing below 8th grade proficiency on the pretest, and 26.6% of those participants post-tested.

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Table XXVI

Reading, English, Mathematics
Results

# Pretested (177)	142	75	160
% of Participants	80.2	42.4	90.4
# Below 8th Grade	90	53	160
% of Pretested	63.4	70.7	100.0
% of Participants	50.8	29.9	90.4
# Post tested	41	20	79
% of Pretested	28.9	26.7	49.4
% Below 8th Grade	45.6	37.7	49.4
# Post testing 8th Grade or above	23	6	21
% Below 8th Grade on pretest	25.6	11.3	13.1
% of Post tested	56.1	30.0	26.6

Objective 1.2 - Conclusions: There was not a sufficient number of participants post-tested in reading, English, or mathematics to validly evaluate this objective regarding proficiency levels. If one were to assume that those participants post-tested really represent the individuals participating in the project, then one would conclude that the project was not successful in raising 60% of the participants to an 8th grade proficiency level in reading, English, or mathematics.

Recommendations: It is recommended that all participants be pre-tested in all three educational areas and programs individualized on the basis of pre test results. Objectives should be reformulated to reflect entry levels and length of time participants receive instruction. Such objectives might also reflect the varying degree of instruction a participant receives in multiple areas.

A participant who is deficient in one area (e.g. mathematics) would have a more intensive instructional program in mathematics and might be expected to realize a growth of two (2) years in mathematics upon post-testing. However, a participant who is deficient in two areas (e.g. reading and mathematics) would have an individualized program in both areas and would devote less instructional time to each area. This participant may only be expected to realize a growth of one (1) year in each of the areas in which he is being instructed. Reading should receive major emphasis for all individuals testing below 8th grade proficiency and this also should be reflected in the stated objectives.

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Objectives which should also reflect the length of the presentation if material is introduced. It is unrealistic to expect proficiency on what the learner is first exposed to. Instruction to achieve this level proficiency by the end of April.

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Although there was not a sufficient number of post tests administered to treat the data statistically relative to the project's effectiveness in raising proficiency levels in reading, spelling, and mathematics, the information which follows may be of value. This information is presented in an effort to provide project participants with some insight and emphasize the need to pretest and post test to arrive at valid conclusions.

No conclusions are advanced relative to the following material, but it is hoped the information will provide a basis for future discussion and planning.

I. Reading Results - Source of Referral

A total of 12 sources were identified as contributors of participants. Actually, 11 of these contributed participants to the project. (See Table I for a full listing).

Table R1

Reading Results
Source of Referral

Categories	A	B	C	D	E	F	G	H	I	J	K	L
# Referred	1	11	14	4	8	0	9	22	78	12	1	17
# Pretested	1	9	14	2	8	0	9	14	61	10	1	12
% of Referred	100.0	81.8	100.0	50.0	100.0	-	100.0	63.6	78.2	83.3	100.0	70
# Deficient (Below 8th Grade)	1	7	10	2	6	-	6	8	37	5	1	7
% of Pretested	100.0	77.8	71.4	100.0	75.0	-	66.7	57.1	60.7	50.0	100.0	58
# Post tested	1	6	5	1	5	-	2	1	16	0	1	3
% of Deficient	100.0	85.7	50.0	50.0	83.3	-	33.3	12.5	43.2	0.0	100.0	42
# Proficient on post test	1	4	3	0	1	-	1	0	11	0	1	3
% of Deficient	100.0	57.1	30.0	0.0	16.7	-	16.7	0.0	29.7	0.0	100.0	42

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II. Reading Results - Grade Last Completed

Participants' grade last attended ranged from grade 2 to grade 12. Some students had attended some form of post secondary school.

For purposes of describing the results of the testing program in this classification, participants, here and in the future, are grouped into primary (1-3), intermediate (4-6), junior high school (7-9), and senior high school (10-12) grade levels.

Table R4

Reading Results

Grade Last Completed

Categories	Grade Levels Primary (1-3)	Intermediate (4-6)	Jr. High (7-9)	Sr. High (10-12+)
# Participants	2	15	83	77
# Pretested	2	7	72	61
% of Participants	100.0	46.7	86.7	79.2
# Deficient	2	6	46	36
% of Pretested	100.0	85.7	63.9	59.0
# Post tested	0	4	24	12
% of Deficient	0.0	66.7	52.2	33.3
# Proficient on Post test	0	1	15	7
% of Deficient	0.0	16.7	32.6	19.4

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III. Reading Results - Years Since Formal Education

The number of years since participants engaged in formal education ranged from 1 to 45 years. For purposes of descriptive reading results participants have been grouped into five year (5) intervals. The final interval includes all participants who have not participated in formal education for over 30 years. (See Table R5 Below).

Table R5

Reading Results

Years Since Formal Education

Intervals (Years) / Classification	1 to 5	6 to 10	11 to 15	16 to 20	21-25	26-30	Over 30
# Participants	51	31	36	17	21	10	10
% of Total	29.0	17.6	20.5	9.7	11.9	5.7	5.7
# Pretested	44	25	24	15	20	9	5
% of Participants	86.3	80.6	66.7	83.3	95.2	90.0	50.0
# Deficient	27	16	15	6	14	7	5
% of Pretested	61.4	64.0	62.5	40.0	70.0	77.8	100.0
# Post tested	15	5	9	1	8	2	1
% of Deficient	55.6	31.3	60.0	16.7	57.1	28.6	20.0
# Proficient on post test	6	2	8	0	5	1	1
% of Deficient	22.2	12.5	53.3	0.0	35.7	14.3	20.0

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1. English Results - Related to Source of Referral

Table 21

English Results

Source of Referral

Categories	A	B	C	D	E	F	G	H	I	J	K	L
# Referred	1	11	14	4	8	0	9	22	78	12	1	17
# Pretested	1	5	12	4	8	0	9	5	21	6	1	3
% of Referred	100.0	45.5	85.7	100.0	100.0	0.	100.0	22.7	26.9	50.0	100.	11.8
# Deficient	1	3	10	4	8	0	8	3	12	3	0	1
% of Pretested	100.0	60.0	83.3	100.0	100.0	0.	88.9	60.0	57.1	50.0	0.	33.3
# Post tested	0	1	5	0	4	0	2	1	4	2	0	1
% of Deficient	100.0	33.3	50.0	0.0	50.0	-	25.0	33.3	30.8	66.7	-	100.0
# Proficient on post test	0	1	3	0	1	-	0	0	1	0	-	0
% of Deficient	0.0	33.3	30.0	0.0	12.5	-	0.0	0.0	7.7	0.0	-	0.0

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II. English results - Grade last Completed

For purposes of describing the English results, participants have been grouped into primary (1-3), intermediate (4-6), Junior High school (7-9), and senior High school (10-12) levels. (See Table E4 below).

Table E4

English Results

Grade last Completed

Categories	Primary (1-3)	Intermediate (4-6)	Levels Jr. High (7-9)	Sr. High (10-12)
# Participants	2	15	83	77
# Pretested	0	5	38	32
% of Participants	0.0	33.3	45.8	41.6
# Deficient	0	4	28	21
% of Pretested	0.0	80.0	73.7	65.6
# Post tested	0	1	10	9
% of Deficient	-	25.0	35.7	42.4
# Proficient on post test	0	0	3	3
% of Deficient	0.0	0.0	10.7	14.3

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III. English Results - Years Since Formal Education

Six intervals of 5 years and an over 30 classification are used in the following table to describe the English results.

Table 25

English Results

Years Since Formal Education

Categories	Intervals (Years) 1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	Ove 30
# of Participants	51	31	36	17	21	10	10
# Pretested	26	12	10	5	14	5	2
% of Participants	51.0	38.7	27.8	29.4	66.7	50.0	20
# Deficient	16	9	7	3	10	5	2
% of Pretested	61.5	75.0	70.0	60.0	71.4	100.0	100
# Post tested	9	2	3	1	3	1	0
% of Pretested	34.6	16.7	30.0	20.0	21.4	20.0	0
# Proficient on Post Test	4	0	0	0	2	0	0
% of Deficient	25.0	0.0	0.0	0.0	20.0	0.0	0

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I. Mathematics Results - Related to Source of Referral

Table M1

Mathematics Results

Source of Referral

Categories	Source A	B	C	D	E	F	G	H	I	J	K	L
# Referred	1	11	14	4	8	0	0	22	78	12	1	17
# Pretested	1	11	14	4	8	0	9	18	70	9	1	15
% of Referrals	100.0	100.0	100.0	100.0	100.0	-	100.0	81.8	89.7	75.0	100.0	88
# Deficient	1	11	14	4	8	0	9	18	70	9	1	15
% of Pretested	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100
# Post tested	1	8	8	2	7	0	3	2	34	4	1	9
% of Deficient	100.0	72.7	57.1	50.0	87.5	-	33.3	9.1	43.6	33.3	100.0	52
# Proficient on Post test	0	1	3	1	1	0	1	1	9	0	0	4
% of Deficient	0.0	9.1	21.4	25.0	12.5	-	11.1	5.6	12.9	0.0	0.0	26

II. Mathematics Results - Grade Last Completed

Table M4

Mathematics Results

Grade Last Completed

Categories	Levels Primary (1-3)	Intermediate (4-6)	Jr. High (7-9)	Senior High School (10-12)
# Participants	2	15	83	77
# Pretested	2	10	76	72
% of Participants	100.0	66.7	91.6	100.0
# Deficient	2	10	76	72
% of Pretested	100.0	100.0	100.0	100.0
# Post tested	0	6	37	36
% of Pretested	0.0	60.0	48.7	50.0
# Proficient on post test	0	0	11	9
% of Deficient	-	0.0	14.5	12.5

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III. Mathematics Results - Years Since Formal Education

Table M5

Mathematics Results

Years Since Formal Education

Categories	Intervals (Years) 1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	Over 30
# of Participants	51	31	36	17	21	10	10
# Pretested	48	28	29	17	20	10	7
% of Participants	94.1	90.3	80.6	100.0	95.2	100.0	70.
# Deficient	48	28	29	17	20	10	7
% of Pretested	100.0	100.0	100.0	100.0	100.0	100.0	100.
# Post tested	30	12	17	7	8	4	1
% of Pretested	62.5	42.9	58.6	41.2	40.0	40.0	14.
# Proficient on post test	9	0	6	2	3	0	0
% of Deficient	18.8	0.0	20.7	11.8	15.0	0.0	0.

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Objective 1.3: By May 1, 1973, eighty (80) percent of the participants will show a gain in self-concept as measured by pre and post test scores on a project selected instrument.

Self-Concept: A total of 95 participants were pretested with the semantic differential scale adopted for use with project participants. This figure represents 53.7% of the participants enrolled in the project as of May 1, 1973. Only 54 of those participants who were pretested were subsequently post tested. This represents only 56.8% of those participants pretested and 30.5% of the participants. (See Table S)

A total of 35 of those participants who were both pretested and post tested gained in self-concept. This figure represents 36.8% of the total number pretested and 64.8% of those who were both pre and post tested.

Table S

Self-Concept Results

Categories	Self-Concept
# Pretested	95
% of Participants	53.7
# Post tested who were pretested	54
% Pretested	56.8
% of Participants	30.5
# Gained	35
% of Pretested	36.8
% of Post tested	64.8
# Decreased in	14
% of Pretested	14.7
% of Post tested	25.9
# Unchanged	5
% of Pretested	5.3
% of Post tested	9.3

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Objective I.3 - Conclusion: If it is assumed that the individuals selected and subsequently post tested are representative of project participants, then the 64.6% who experienced and increase or gain in self-concept falls short of the 80% which was anticipated.

Once again the small percentage of the total number of participants who were both pre and post tested precludes the possibility of validly evaluating this objective.

Recommendations: It is necessary to pre and post test all participants if one is to evaluate the effectiveness of the project in changing self-concept. It is recommended that all be pre and post tested. However, criteria should be established for including a participant's self-concept score in the final analysis. If it is unrealistic to expect a participant's self-concept to be altered until he has participated in the project for three months, then all those who have not been in the project for three months should be excluded from the final analysis and evaluation.

Once again the following information relative to self-concept scores is provided in an effort to aid project administration.

I.. Self-Concept - Source of Referral

Table S1

Self-Concept Results

Source of Referral

Categories	Source A	B	C	D	E	F	G	H	I	J	K	L
# Referred	1	11	14	4	8	0	9	22	78	12	1	17
# Pretested	1	8	12	1	7	0	5	4	39	9	1	8
% of Referred	100.0	72.7	85.7	25.0	87.5	-	55.6	18.2	50.0	75.	100.0	47.1
# Post tested	0	5	6	0	6	-	3	2	22	5	0	5
% of Pretested	0.0	62.5	50.0	0.0	85.7	-	60.0	50.0	56.4	55.6	0.0	62.5
# Gained	0	4	4	0	5	-	2	0	14	2	0	4
% of Post tested	0.0	80.0	66.7	0.0	83.3	-	66.7	0.0	63.6	40.0	0.0	80.0
# Decreased	0	1	2	0	1	-	1	1	6	1	0	1
% of Post tested	0.0	20.0	33.3	0.0	16.7	-	33.3	50.0	27.3	20.0	0.0	20.0
# Unchanged	0	0	0	0	0	-	0	1	2	2	0	0
% of Post tested	0.0	0.0	0.0	0.0	0.0	-	0.0	50.0	9.1	40.0	0.0	0.0

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II. Self-Concept - Grade Last Completed

Table S4

Self-Concept Results

Grade Last Completed

Categories	Levels: Primary (1-3)	Intermediate (4-6)	Junior High (7-9)	Senior High School (10-12+)
# Participants	2	15	83	77
# Pretested	0	9	40	46
% of Participants	0.0	60.0	48.2	59.7
# Post tested	0	3	23	28
% of Pretested	-	33.3	57.5	60.9
% of Participants	0.0	20.0	27.7	36.4
# Gained	0	3	13	19
% of Post Tested	-	100.0	56.5	67.9
# Decreased	0	0	7	7
% of Post tested	-	-	30.4	25.0
# Unchanged	0	0	3	2
% of Post tested	-	-	13.0	7.1

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III. Self-Concept - Years Since Formal Education

Table S5

Self-Concept Results

Years Since Formal Education

Categories	Intervals (Years) 1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	Over 30
# of Participants	51	31	36	17	21	10	10
# Pretested	38	13	14	11	11	4	3
% of Participants	74.5	41.9	38.9	64.7	52.4	40.0	30.
# Post tested	24	9	8	4	6	3	0
% of Pretested	63.2	69.2	57.1	36.4	54.5	75.0	0.
% of Participants	47.1	29.0	22.2	23.5	28.6	30.0	0.
# Gained	19	6	4	2	2	2	0
% of Post tested	79.2	66.7	50.0	50.0	33.3	66.7	0.
# Decreased	4	3	2	1	3	1	0
% of Post tested	16.7	33.3	25.0	25.0	50.0	33.3	0.
# Unchanged	1	0	2	1	1	0	0
% of Post tested	4.2	0.0	25.0	25.0	16.7	0.0	0.

Objective 1.4: By May 1, 1973, 100 different participants in the project will have received the benefits of the counseling services provided by the associate professionals, project director, and curriculum director in the counseling program of the project as measured by daily and weekly reports and individual student information folders.

A total of 142 participants received the benefits of the counseling services provided by the counseling program of the project. This figure represents 80.2% of the participants involved in the project.

Objective 1.4 - Conclusion: The project has been successful in providing counseling services to the participants involved in the project.

Recommendations: Continue to provide the counseling needed by participants. When possible attempt to direct the participants into meaningful pursuits.

Objective 1.4B: By May 1, 1973, eighty (80) percent of project participants will have identified personal/career goals as measured by data recorded in individual student folders.

A total of 102 participants had identified personal/career goals as of May 1, 1973. This represents 57.6% of the participants. A total of 75 or 42.4% had not identified personal/career goals as of May 1, 1973.

Objective 1.4B - Conclusion: The project counseling program was not successful in getting 80% of the project participants to identify personal/career goals as of May 1, 1973. Counseling is being provided for the participants but it is not emphasizing personal/career goal identification.

Recommendations: More effort must be exerted in the counseling program to encourage participants to identify personal/career goals. Perhaps a segment of the participant's involvement in the project should be an exposure to various careers and the educational demands of said careers. Thus, encourage participants to establish their goals and expectations of the program in counseling situations.

A time necessary to establish or necessary to counsel participants in identifying personal/career goals should be established. This criteria should be included in counseling objective. If a participant has not had sufficient exposure to the program to establish personal/career goals, then he should not be included in the final analysis and evaluation of the objective.

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The following information is provided in an effort to enable project administration to determine concomitant patterns relative to fulfilling established criteria.

I. Goal Identification - Source of Referral

Table G1

Goal Identification

Source of Referral

Categories	Source A	B	C	D	E	F	G	H	I	J	K	L
# Participants	1	11	14	4	8	0	9	22	78	12	1	17
# Goals Identified	1	6	6	1	7	0	5	7	48	9	1	11
% of Participants	100.0	54.5	42.9	25.0	87.5	-	55.6	31.8	61.5	75.0	100.0	64.7
# Goals not Identified	0	5	8	3	1	0	4	15	30	3	0	6
% of Participants	0.0	45.5	57.1	75.0	12.5	-	44.4	68.2	38.5	25.0	0.0	35.3

II. Goal Identification - Grade Last Completed

Table G4

Goal Identification

Grade Last Completed

Categories	Primary (1-3)	Intermediate (4-6)	Junior High (7-9)	Senior High School (10-12+)
# Participants	2	15	83	77
Goals Identified	2	10	52	38
% of Participants	100.0	66.7	62.7	49.4
# Goals not Identified	0	5	31	39
% of Participants	0.0	33.3	37.3	50.6

III. Goal Identification - Years Since Formal Education

Table 65

Goal Identification

Years Since Formal Education

Categories	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	Over3
# Participants	51	31	36	17	21	10	10
# Goals Identified	24	19	23	12	11	8	4
% of Participants	47.1	61.3	63.9	70.6	52.4	80.0	40.
# Goals not Identified	27	12	13	5	10	2	6
% of Participants	52.9	38.7	36.1	29.4	47.6	20.0	60.

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Objective 1.8: By May 1, 1973, a majority of the project participants will have found the project and associate professionals and their actions meaningful and advantageous to them as measured by participant responses to project developed questionnaire.

Participants from Gila River and Ak-Chin (191) were sent mail questionnaires in an effort to evaluate their feeling toward the project and the associate professionals.

One hundred and forty-five (145) of the participants received instruction in the field and 46 of them were instructed in the career center. Forty-five (45) were received from those receiving instruction in the field. This represents a 31.0% return. A total of 15 were received from career center participants which represents a 32.6% return for career center participants. Thus, a total of 60 questionnaires were returned which represents a 31.4% return.

To determine if participants felt the project was meaningful and advantageous to them, four questions were selected from the questionnaire-they were as follows:

1. Did the program help you in the use of numbers?
2. Did the program help you in using English?
3. Did the program help you in reading?
4. Would you have been in an education program this year if "Project Forward" were not here?

Participants responded to the first three by checking yes, somewhat, or no. They responded to the fourth one by checking yes, maybe, or no. Their responses are presented in Table Q1 below.

Table Q1

Participant Responses

Project Advantages

Question # (See above)	Responses: Yes #	Yes %	Somewhat/Maybe #	Somewhat/Maybe %	No #	No %	Blank #	Blank %
1	45	75.0	14	23.3	0	0.0	1	1.7
2	45	75.0	12	20.0	2	3.3	1	1.7
3	43	71.7	12	20.0	4	6.7	1	1.7
Total (3)	133	73.9	38	21.1	6	3.3	3	1.7
4	11	18.3	27	45.0	21	35.0	1	1.7

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To determine the participants' feelings toward the associate professionals, their responses were given a numerical value and averages were found for each associate professional. Participants were asked to indicate if the associate professional in which they were in contact: was responsible, on time, patient, easy to understand, neat and clean, interested in you, gave them a chance to ask questions, gave them the right materials to study, worked closely, knew about other agencies that could help them, and seemed to know what they needed to study. They responded by choosing: yes, mostly, sometimes, and no.

Since the associate professional came in contact with participants in the field and in the career center each received two ratings. These two ratings were then averaged to arrive at a final rating. A yes response was given a numerical value of 1; mostly, 2; sometimes, 3; and no, 4. When these were averaged, the averages were viewed in terms of the following scale:

1	- 1.75	excellent
1.75	- 2.50	satisfactory
2.50	- 3.25	sub standard
3.25	- 4.00	unsatisfactory

During the 8 month period under consideration there were 6 different associate professionals involved in the project. They were rated as follows:

Associate Professional #	Rating	Classification
1	1.30	Excellent
2	1.39	Excellent
3	1.24	Excellent
4	1.80	Satisfactory
5	1.18	Excellent
6	2.25	Satisfactory

Objective 1.8 - Conclusions: If we can assume that the very small percentage of participants responding are representative of the project's participants, then it must be concluded that the participants have found the project and associate professionals meaningful and advantageous to them. The associate professionals are obviously working with the participants to help them with their deficiencies in the academic areas of reading, English, and mathematics.

Recommendations: Attempt to get a more representative sample of your participants in the future. Congratulate your associate professionals on their conduct, and encourage them to continue to strive to fulfill the needs of the participants.

The key part of your program is homebound tutoring and the use of Indians as associate professionals. Attempt to assess participant's feeling for the importance of these two items by including them as check list items.

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Objective 2.1: By May 1, 1973, all the associate professionals hired and trained will be local tribal personnel as measured by associate professionals' applications, vitae, and personnel records.

As of May 1, 1973, Six (6) associate professionals have been hired and trained at the Gila River Indian Community (GRIC) location. All six of these associate professionals are tribal members. Four of these AP were on duty as of May 1, 1973. Two have been terminated; one in December, 1972, and one in March, 1973.

Objective 2.1 - Conclusion: Project administration has hired and trained tribal personnel for the important responsibility of teaching fellow members of the Indian Community.

Recommendation: Continue to hire and train tribal personnel for this responsibility, but seek tribal personnel who are more qualified. It may be to the projects' advantage if tribal members with at least associate degrees be sought.

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Objective 2.2: By May 1, 1973, associate professionals will have taught an average of 5 participants monthly in homebound, jail, halfway house or service center programs as measured by monthly attendance reports.

Since the associate professionals have been teaching participants in September these 5 individuals have been in contact with as many as 19.2 (an average) participants in one month in the field and have always averaged more than 8.6 participants since the first month. (See Table AP).

During the 8 month period under consideration these 5 associate professionals have averaged teaching 15.9 participants a month in the field. The total number of individuals contacted by the associate professionals during this period has ranged from 16 to 36. The associate professionals have been responsible for instructing 131 different participants in homebound, jail, halfway house or service center programs. They have also assisted, one day each week in instructing 46 different participants in the career center during this 8 month period.

Table AP

Number of Participants Instructed

Associate Professionals (5)

Month	Home-Bound	Jail	Halfway House	Service Center	Total	Average	Career Center	Grand Total	Grand Average
September	23	2	5	13	43	8.6	14	57	11.4
October	51	0	9	7	67	13.4	11	78	15.6
November	81	0	6	4	91	18.2	12	103	20.6
December	56	0	6	9	71	14.2	19	90	18.0
January	76	2	6	9	93	18.6	13	106	21.2
February	71	5	4	3	83	16.6	9	92	18.4
March	72	7	6	8	93	18.6	12	105	21.0
April	80	7	6	3	96	19.2	11	107	21.4
Average #	64	3	6	7	80	15.9	13	92	18.4

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Objective 2.2 - Continued. The associate professionals have been very successful as more are contacted. They have surpassed the anticipated participants readily. It would appear that career center personnels are seeing a lot of different people, thus the previous performance previously reported may vary and are not offering participants intensive and individualized instruction deal need to improve performance and raise the proficiency level to the 6th grade level. It is questionable that an associate professional can see this many individuals and still provide enough individualized instruction to bring a participant entering at a 2nd or 3rd grade reading level up to 6th grade proficiency.

Recommendations: Concentrate on the needs of the participants and individualize their instruction based upon pre test results. Provide that which is necessary to achieve exit grade performance. Quality of participants' final performance is better for evaluation than quantity.

Objective 2.3: By May 1, 1973, the associate professionals, director, and associate director will have taught an average of 20 participants per month in the career center program as measured by career center attendance reports.

As of May 1, 1973, the number of participants instructed, in the career center ranged from 9 to 19 during the 8 month period under consideration. During this time period a total of 46 different participants received the benefits of instruction in the career center. (See Table CC)

The average number of participants instructed each month during the 8 month period in the career center was 12.6.

Table CC *

Participant Attendance Figures

Career Center

Month	# of Participants
September	14
October	11
November	12
December	19
January	13
February	9
March	12
April	11
Total	101
Average	12.6

* See page 8 of Project Final Report.

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Objective 2.3 - Career Center: The associate professionals, director, and assistant director have devoted considerable time to a small number of participants in the career center. These participants went for extended periods of time, as much as 6 hours per day, in the career center. The project has been unsuccessful in maintaining or reaching the average of 20 participants per month deemed desirable and established as an objective.

Recommendation: Since those participants involved in instruction in the career center receive a more intensive instruction program; it is recommended that programs be individualized for participants and when the necessary program requires intensive instruction these participants be encouraged to attend the career center. If it is found necessary to use an associate professional more frequently than one day per week in the career center due to a larger number of participants, this may be most beneficial to participant performance.

The above suggests that efforts be exerted to increase* the enrollment figures at the career center. The end result should be increased performance.

These differences in length of time exposed to instruction by career center participants points out the need to establish objectives specifically for these participants. A participant entering at the 3rd grade reading level and receiving intensive instruction in the career center should be expected to increase more in performance than a participant with the same entry level that is instructed 1 hour per week in the homebound program.

Objective 2.4: By January 15, 1973, the associate professionals will respond positively toward the training program as measured by a project developed questionnaire.

This objective was previously evaluated and reported. See report dated April 4, 1973 for findings, conclusions, and recommendations.

Objective 2.6: By May 1, 1973, the abilities of the associate professionals in tutoring, enrollment, and testing will have been found satisfactory as determined by the joint evaluation by the project director and associate project director conducted by means of a project developed evaluation instrument.

* See page 8 of Project Final Report

Associate professionals were evaluated on attendance, appearance, interpersonal skills, and record keeping. These individuals were evaluated on several items relative to each of these categories. Within each category, an associate professional was rated relative to the degree to which he displayed or exhibited one certain tasks. He was rated with the following scale: Yes, mostly, somewhat, and never.

For evaluation purposes a yes rating received a score of 1, mostly a 2, somewhat a 3, and never received a score of 4. These were then averaged to determine the associate professional's total evaluation.

The six associate professionals involved in the project during the 8 month period under consideration were evaluated and classified relative to the following scale:

1	- 1.75	Excellent
1.75	- 2.50	Satisfactory
2.50	- 3.25	Sub standard
3.25	- 4.00	Unsatisfactory

Results indicated the following:

Associate Professional #	Rating	Classification
1	1.78	Satisfactory
2	3.36	Unsatisfactory
3	3.00	Sub standard
4	2.78	Sub standard
5	1.07	Excellent
6	2.57	Sub standard

Objective 2.6 - Conclusions: Only two of the associate professionals can be considered satisfactory. The one classified unsatisfactory has terminated as has one classified as satisfactory. The four associate professionals still employed are not all functioning satisfactorily in view of the items evaluated. Three are sub-standard and only one is excellent. Staff reorganization appears to be in order.

Recommendations: Establish guidelines of acceptable performance for the associate professionals, put them in writing, and after a reasonable length of time reevaluate your present staff. If at that time they fail to meet satisfactory standards, terminate them and seek new staff members with better qualifications.

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Objective 2.7: At project conclusion, the Gila River project director and Ak-Chin field coordinator will objectively research the effects of cultural studies program at Ak-Chin and special programs conducted at Gila River.

The evaluator has not seen these reports and recognizes no particular criterion upon which to evaluate this particular objective. Thus, no analysis, conclusions or recommendations are included relative to this objective.

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Objective Rated: By May 1, 1973, 75 different participants will have received the benefit of instruction in the A.B.E. program as measured by monthly attendance reports.

A total of 18 individuals reported as participants could actually be classified as participants. Several (6) names of individuals were not participants and could not be considered participants. Many appeared only once or twice in the program and failed to continue. Thus, only 12 participants were enrolled in the A.B.E. program at the Ak-Chin Indian Community. A total of 6 participants had exited between September and May 1, 1973. The number of active participants in the project as of May 1, 1973 was 6.

Conclusion: The project at Ak-Chin has not been successful in reaching the anticipated number of participants (50). The Ak-Chin community residents really did not receive the benefits of instruction which could have been offered by the ABE program.

Recommendations: The Ak-Chin segment of the ABE project should be incorporated into the Gila River segment of the project, and the project should function as a single program. The director at Gila River should assume full responsibility for the Ak-Chin program, consider it as another district, and staff it with one or two associate professionals as necessary. These associate professionals should be trained at Gila River, rotate in the career center with the other associate professionals, and be considered Gila River staff members. These associate professionals may be residents of Ak-Chin, and they should be, but they should report directly to the director or his designate. Homebound teaching needs to be extended and more residents of Ak-Chin recruited to participate in the ABE program. Close supervision relative to instruction, recruiting, reporting, and program development is needed for this segment of the project and the Indian Community if it is going to be successful.

Participant Characteristics

I. Marital Status - Age

Participants ranged in age from 16½ to 49 and averaged 34 years of age.

Participants in the project at Ak-Chin were both married and single. A large number of the participants (10) were married and 3 were single. One participant's marital status was not indicated. The 10 married participants represents 71.4% of the participants, the single participants 21.4%, and the one unknown 7.1%.

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eight (8) of the participants (57.1%) had children and 3 did not (21.4%), while (1) individuals did not have the number of children indicated (21.4%).

II. Educational Experience

Last grades completed by the project participants ranged from 3rd through 9th. Only one of the participants (7.1%) completed the 3rd grade. Three (3) participants (2-8th, 1-8.3) completed an intermediate grade (21.4%), and 9 (2-7th, 7-8th, 2-9th) completed a junior high school grade (64.1%). None of the participants had completed a senior high school grade. Two participants had no grade indicated (14.3%).

It was not possible to determine how long (years) it had been since participants last participated in formal education.

Objective 1.2B: By May 1, 1973, Sixty (60) percent of the participants testing below 8th grade proficiency in either mathematics, reading, or language skills upon entrance will have achieved 8th grade proficiency in those areas as measured by post test scores.

Reading: A total of 8 participants were pretested in reading representing 57.1% of the participants enrolled in the project as of May 1, 1973. The number testing below 8th grade proficiency was 6. This represents 75.0% of the participants pretested and 42.9% of the participants enrolled. (See Table AREM).

Only 5 participants were post tested. This figure represents 62.5% of the participants pretested and 83.3% of the participants testing below 8th grade proficiency on the pretest.

Three participants scored at the 8th grade level or above on the post test. This represents 50% of the participants testing below 8th grade proficiency on the pretest, and 60% of the participants post tested.

English: There were 13 participants pretested in English representing 92.9% of the project's participants as of May 1, 1973. The number testing below 8th grade proficiency level was 13 or 100% of those pretested. (See Table AREM).

A total of 9 participants were post tested. This figure represents 69.2% of the participants pretested and also 69.2% of the participants testing below 8th grade proficiency on the pretest.

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Only 2 participants scored at the 8th grade level or above on the post test. This represents 7.7% of those testing below 8th grade proficiency on the pretest and 11.1% of the participants post tested.

Conclusions: Ten (10) participants were pretested in mathematics. This figure represents 71.4% of the project's participants as of July 1, 1973. The number testing below 8th grade proficiency was 10 or 100% of those pretested. (See Table AREM).

Only 6 participants were post tested. This represents 60.0% of those participants pretested and also 60.0% of those testing below 8th grade proficiency on the pretest.

No participants scored at the 8th grade level or above on the post test.

Table AREM

Reading, English, Mathematics

Results

Categories	Reading	English	Mathematics
# Pretested	8	13	10
% of Participants (15)	57.1	92.9	71.4
# Below 8th Grade	6	13	10
% of Pretested	75.0	100.0	100.0
% of Participants	42.9	92.9	71.4
# Post tested	5	9	6
% of Pretested	62.5	69.2	60.0
% Below 8th Grade	83.3	69.2	60.0
# Post testing 8th Grade or Above	3	1	0
% Below 8th Grade on pre test	50.0	7.7	0.0
% of Post tested	60.0	11.1	0.0

Objective 1.2[B] - Conclusions: A very limited number of participants hinders the drawing of conclusions relative to the effectiveness of the project. However, in view of the test results, it must be concluded that the project was not successful in raising 60% of the participants to an 8th grade proficiency level in either reading, English, or mathematics.

Recommendations: Increase the number of participants at Ak-Chin. Individualize instruction for participants based upon pretest results and establish objectives relative to entry level and length of time in program.

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Objective 2.2A: By May 1, 1973, all the associate professionals will be hired and trained fully prepared as measured by associate professionals applications, files, and personnel records.

As of May 1, 1973, four (4) associate professionals have been hired and trained at the Ak-Chin Indian Community location. All four of these associate professionals are tribal members.

Objective 2.2B - Accountability: Tribal personnel have been directly trained to become fellow members of the Indian Community.

Procedure/Action: I understand that all associate professionals at Ak-Chin have resigned and plans are in process to hire and train better qualified personnel. It is recommended they be attached to the Gila River segment of the project and considered as Gila River/Ak-Chin Staff members, responsible to the director.

Objective 2.2B: By May 1, 1973, associate professionals will have taught or assisted in the instruction of an average of five (5) participants monthly in the AAP program as measured by monthly attendance reports.

Since the associate professionals (2) have been teaching participants in September, 1972, these 2 individuals have been in contact with as many as 6.5 (an average) participants in one month, and have averaged nearly 5 participants since the first month. (See Table AAP).

Table AAP

Number of Participants Instructed

Associate Professionals (2)

Month	Unscheduled	Service Center	Total	Average
September	0	13	13	6.5
October	0	12	12	6.0
November	0	8	8	4.0
December	3	6	9	4.5
January	3	6	9	4.5
February	5	5	10	5.0
March	6	3	9	4.5
April 1	6	3	9	4.5
Average #	3	7	10	4.9

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Objective 2.6: By the appropriate procedures (2) [illegible] of the participant's basic reading. The participants have completed [illegible] the project and records for [illegible] the time the project was in operation. This is not necessarily a bad feature, but suggests a conflict between two of the objectives, and would also prevent individualized programs or intensifying instruction.

However, it should be pointed out that the educational attainments of the participants does not reflect an intensified or individualized program.

Recommendations: Set realistic objectives for participants at Ak-Chin and be certain that sufficient professional staff are available to accomplish the objectives. Again, the staff at Ak-Chin should be part of the total project staff and not isolated.

Objective 2.6b: By May 1, 1973, the abilities of the associate professionals in tutoring, enrollment, and testing will have been found satisfactory as determined by the evaluation of the Field Coordinator conducted by means of a project developed evaluation instrument.

No data or evaluation instruments have been received by the evaluator at this time. Thus, no evaluation of this objective is possible.

It should be noted that the entire staff at Ak-Chin has been terminated, including the Field Coordinator. Steps are presently being taken to replace that staff with qualified individuals.

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Conclusions and Recommendations

Perhaps the most important thing that took place in any first year project is the time to learn the events from its implementation. In many cases project reports are made, new procedures are tried and revised, specific human skills are developed, and attitudes are changed, but a written record of these will be needed as a basis by which decisions can be made. It can be more easily seen from year to year and takes corrective courses of action. Also this publication that documents activity will be a major contribution of the first year's activity.

During the first year of this project the project administrators have learned a great deal. New testing instruments have been acquired for the next year. Staff in recruitment are more fully utilized and staff selection has taken on new dimensions. Staff training has been revised. It is certain that participant instruction will be improved through experiences gained by the associate professionals. Recruitment, enrollment, and program planning practices can be modified and improved based upon this year's experience.

It is hopeful that this evaluator's report will enable project administrators to reassess their objectives. Where necessary, objectives should be modified to reflect a realistic assessment of the project's ability to improve the academic performance level of the participants. The desire for quality in the project rather than quantity of participants should be reflected in project objectives.

This project has two factors which, if substantiated, could be a major contribution in Adult Basic Education. The use of community members to teach other members of the community can be an idea for improving adult basic education. Secondly, teaching adults in one-to-one situations, in their homes or in similar surroundings may be a new route to travel in adult basic education. However, the true contributions of these two factors is directly related to the quality or performance of the participants who receive these benefits, and not to the number who receive these benefits.

The project has much promise and with the first year having elapsed the next year of operation can yield some very significant results.